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ABSTRACT

This manual was developed as part of the New England Center Pilot Project (NECPP), a 3-year federally funded program focusing on the inclusion of young children with deaf-blindness within regular educational programs in Massachusetts. The NECPP provides consultation during transition to inclusive programs and offers technical assistance, staff training, and recommendations for promoting the child's participation within regular classroom curricula and play activities. This manual focuses on the four major procedural steps performed by Project personnel: (1) introduction--in which Project personnel provide information to the child's educational team, interagency agreements are established, and roles and responsibilities are clarified; (2) assessment--involving collaborative assessment of family needs, staff training requirements, and environmental factors; (3) technical assistance--provision of inservice training and on-going consultation services and family training in order to promote inclusion of the child; and (4) follow-up--development of a child profile that documents effective teaching strategies, materials, and activities in facilitating inclusion of the child into the classroom milieu. Most of the manual consists of appendices, which include: an outline of an interagency agreement; a list of program quality indicators; a form for developing a family wish list; a classroom personnel information form; a communication profile; a classroom environmental assessment form; sample curriculum grids; observation feedback procedures and forms; and a list of strategies for promoting social interaction. (DB)

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Procedures Manual for the New England Center Pilot Project

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Pilot Project Description

The **New England Center Pilot Project (NECPP)** is a three year, federally funded pilot program that focuses on the inclusion of young children who are deaf-blind and educated within regular educational programs in Massachusetts. The **NECPP** provides consultation during transition to inclusive programs and offers technical assistance, staff training, and recommendations for promoting the child's participation within regular classroom curricula and play activities. Involvement of parents during the assessment and planning process is emphasized and considered to be an integral component to a successful educational experience. Throughout all procedures, the **NECPP** acknowledges the importance of collaboration with the child's family, school administration, and classroom personnel. Lastly, the Procedures Manual is intended as a guide for staff and administrators serving young children who are deaf-blind as well as consultants providing technical assistance to inclusive schools.

There are four major procedural steps that are performed by **Project** personnel, and these include: **(Step 1)** Introduction; **(Step 2)** Assessment; **(Step 3)** Technical Assistance; and **(Step 4)** Follow-Up. During **Step 1**, **Project** personnel provide information to the child's Educational Team regarding the Project's services. Interagency agreements are established and weekly meeting times with classroom staff are confirmed. This period is also used to clarify the roles and responsibilities of individual TEAM members during the inclusion process and to obtain necessary permissions for the **Pilot Project's** involvement.

Following completion of introductory procedures, services in **Step 2** are initiated and involve assessment of family needs, staff training requirements, environmental assessment, and collaborative child assessment with primary educational staff. Family concerns specific to the issue of the child's involvement in an inclusive program are determined through interviews at the beginning and end of each school year. Staff training needs are determined through informal conversation and use of an annual staff questionnaire. Classroom environmental assessments are conducted during each scheduled observation. Child assessment procedures concentrate on tools and strategies to use with children who have sensory impairments, particularly in the areas of cognition and communication. Assistance in the development or analysis of the child's I.E.P. is then conducted through collaboration with educational team members.

In **Step 3** of the **Project**, on-going consultation services are provided to classroom personnel and are based on results obtained previously from family, staff, classroom, and child assessments. The primary goal of **Step 3** is to provide detailed recommendations and teaching strategies that promote inclusion of the child in daily classroom activities (i.e., specific materials, activities, considerations related to the child's vision and hearing impairments, and environmental arrangements that promote social interaction with nonhandicapped peers). Families also are provided with information and/or training on how to facilitate their child's inclusion into community activities, based on successes that have been documented in the regular educational setting.

Prior to **Step 4**, primary educational personnel are trained and familiarized with teaching and instructional strategies that have been developed through the assessment and TEAM processes. Therefore, consultation services are provided during this phase on an "as-needed" basis and when new staff are hired or program changes arise. Direct observation of the child within the integrated setting is continued on at least a monthly basis. The goals of **Step 4** involve the development of a child profile that documents teaching strategies, materials, and activities that

have been successful in facilitating inclusion of the child into the classroom milieu, as well as, training of administrative staff to conduct feedback procedures. Also, social validation assessments are conducted to determine how the child is perceived by his/her classmates and whether staff and the child's family have found the **Project's** involvement to be helpful. Lastly, a final report regarding project cost effectiveness is disseminated to the local education agency, detailing the amount of time and cost required to implement the project for that specific child. This information is considered to be important for any future efforts to replicate **Project** procedures.

Step 1: Introductory Process

Description: The initial involvement of the **Project** focuses on clarification of roles and responsibilities. The first TEAM meeting is used to review interagency agreements, provide an explanation of possible services to be delivered by the **Project,** and to offer an opportunity for individual questions. The TEAM process is delineated, with emphasis on developing a consensus as to TEAM member roles and responsibilities. An agenda format is utilized and is designed to organize meeting topics and document TEAM decisions. Also, a series of monthly TEAM meeting dates are established, along with a weekly meeting time with direct classroom staff (e.g., classroom teacher/aide). It is anticipated that **STEP 1** and **STEP 2** will require weekly contact with primary classroom personnel. During **STEP 3**, this meeting time may begin to decrease, depending on the training needs of staff members and the individual needs of the child.

Components:

(A) Initial Program/LEA Contact Procedures:

Local Education Agency issues and concerns are documented by the Project Coordinator using an informal interview format. The **INTERAGENCY AGREEMENT** (Appendix A) and **QUALITY INDICATORS** (Appendix B) are reviewed and signed.

(B) Initial TEAM Meeting (includes the following components):

- Introduction of individual team members
- Identify primary educational staff
  (Primary educational staff are those individuals who spend the greatest amount of school time with the child, and those individuals who may be asked to perform substitute teaching during absences of primary educational staff.)
- Define roles/responsibilities and **Project** services
- Designate TEAM organizer or liaison
- Delineate meeting procedures and agenda format
- Review LEA/Project/Program agreements
- Determine dates for regular TEAM meetings
- **NECPP** staff begin TIME STUDY *(meetings, planning, phone contacts, report writing, travel time).* The purpose of the time study is to obtain cost and service analysis information that will be presented in STEP 4.

Step 2: Assessment Process

Description: In order to develop recommendations and consultation services based on child, family, and program needs, several assessment components are conducted through collaboration with the child's family and program staff.

Components:

(A) Family Needs Assessment:

The participation of parents on the educational team is emphasized and particular attention is given to identifying the family's major priorities. The "**FAMILY WISH LIST**" (Appendix C) is completed using an interview format. The intent of this questionnaire is to highlight the family's major goals for their child within an inclusive setting.

(B) Staff Needs Assessment:

The **CLASSROOM PERSONNEL INFORMATION FORM** (Appendix D) is completed to determine classroom staff training needs.

(C) Child Assessment Procedures:

Child assessment procedures are conducted in order to evaluate the impact of vision and hearing loss on the child's overall development, particularly in the areas of perceptual development and communication (see **COMMUNICATION PROFILE**, Appendix E). Information relative to child progress is gathered through weekly observation, meetings with primary classroom personnel, and review of classroom data collection. Video segments are regularly taped by **Project** personnel during free–play periods in order to evaluate the quality of the child's social interactions with peers and the child's level of participation in classroom activities. Social interaction categories that are targeted include: communication, physical interaction, teacher prompting, and peer interaction. The INSITE Developmental Checklist or Callier-Azusa Scale is used as a pre/post measure to evaluate skill areas and is completed in collaboration with primary educational staff.

(D) Classroom Environmental Assessment:

A **CLASSROOM ENVIRONMENTAL ASSESSMENT** (Appendix F) is completed by **Project** Staff after each observation in order to analyze environmental, child–specific, and peer–mediated factors. In addition, these procedures are continued during subsequent observations conducted by **Project** staff. During **Step 3**, this information is used in conjunction with Observation Feedback Procedures relative to staff training and recommended teaching strategies.

Step 3: Technical Assistance/Consultation

Description: When all necessary information is obtained during the assessment process, direct consultation services are provided to classroom personnel. The focus in **Step 3** is to provide technical assistance to the child's program that will assist classroom personnel in the implementation of procedures that promote inclusion of the child in daily classroom activities. Training of primary educational staff who have the most contact with the child throughout the school day is emphasized. The technical assistance procedures that are used for promoting inclusion of the child within the regular classroom include the following:

(A) **Curriculum Modifications**:

Primary educational staff and related services personnel are assisted in the completion of the **CURRICULUM GRID** (Appendix G) which is an organizational tool that highlights the classroom schedule, goals for the child during specific activities, and instructional strategies. **Project** staff also clarify with TEAM members whether there is a need for individual instruction and how/when that will occur and with what personnel. Also, the **CURRICULUM GRID** represents a decision–making process to determine the child's participation within each activity. Particular attention is given to instructional strategies that address the child's sensory impairments and facilitate her/his participation in the regular classroom. Also, during collaboration with staff and direct observation, child participation levels are noted and the factors that might impede participation are targeted for intervention. Parent participation during this process is also encouraged.

(B) **Observation Feedback Procedures**:

The purpose of systematic feedback procedures is to provide primary educational staff with regularly scheduled consultation and assistance in the use of teaching strategies that promote social interaction and the inclusion of young children who are deaf-blind within regular educational settings. This consultation is referred to as **OBSERVATION FEEDBACK** (Appendix H) (Hendrickson, Gardner, Kaiser, & Riley, 1993). The sequence of consultation involves the following: (1) review of the initial findings from the Classroom Environmental Assessments and targeting of 3–5 teaching strategies that promote the child's participation in the classroom, (2) weekly or biweekly observation of the child in educational activities, and (3) oral and written feedback to classroom staff regarding anecdotal observations, and recommended teaching strategies to continue or modify.

(C) **I.E.P. Development or Analysis**:

Staff are encouraged to embed related services objectives into all areas of learning, and when necessary, analysis procedures are conducted using the I.E.P. analysis procedures developed by Hunt & Farron-Davis (1992).

(D) **Peer Training Procedures**:

When appropriate, staff are provided information on peer training procedures that utilize strategies such as modeling and rehearsal (Sisson, Van Hasselt, Strain, & Hersen, 1985) (see Appendix I). Some of the specific topics that are addressed include

initiating and maintaining social interactions, procedures for communicating with the child who is deaf-blind, sighted guide techniques, and explanations specific to the child's use of equipment (e.g., auditory trainer, communication board, calendar system, precane devices, and low vision devices).

Step 4: Follow–Up

Description

The introduction of **Step 4** is influenced by the continuity of personnel throughout the school year and from one year to the next. For example, if a new teacher is to be involved, additional training and consultation may be necessary. However, if most personnel (i.e., classroom teacher, therapists, paraprofessional/aide) continue their involvement with the child the following year, the need for technical assistance may be reduced. Therefore, the **Pilot Project's** involvement is more to provide follow–up consultation during the final phase. These services are continued on an "as–needed" basis, determined during interviews of direct classroom staff, ancillary service providers, and the child's family. Also, direct observation of the child within the integrated setting is continued on at least a monthly basis.

A child profile is completed in order to document and transfer information obtained from the previous year. This document highlights specific teaching strategies, materials, reinforcers, and activities that have been successful. In addition, the acceptance of the child by his/her peers is documented using sociometric analysis procedures (McConnell & Odom, 1986). These procedures involve a standard peer nomination technique, and are used to determine the child's overall social standing amongst their peers.

Assessment of both staff and family satisfaction with services provided by the **Pilot Project** is conducted during Step 4. Finally, a cost analysis of the **Project's** involvement is provided to the local education agency, detailing the amount of time and cost for consultation services. This information is collected in order to assist the agency in any future plans to replicate services for the target child or for other children with similar educational needs.

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Appendices

Appendix A

Interagency Agreement

The **Pilot Project** and the Local Educational Agency _____
agree to perform or provide the following services as designated below:

Pilot Project

- Presentation of **Pilot Project** information to TEAM
- Collaborate with staff to develop Curriculum Grid
- Provide training to classroom personnel relative to implementation of Curriculum Grid and curriculum modifications
- When appropriate, conduct peer mediated training procedures
- Provide inservice training to TEAM
- Develop Child Packet that documents successful interventions and resources necessary to ensure inclusion process
- Complete and disseminate to LEA a cost analysis of services provided by the **Project** at the conclusion of the Project's involvement

LEA/Program

- Assist in obtaining permission for **Project** participation and provide access to child's records
- Support weekly or consistent meeting time between **Project** staff and classroom personnel
- Participation of TEAM at monthly or consistent meetings
- Daily scheduled free play period (i.e., recess)
- Consistent participation of nonhandicapped peers (at least three days per week)
- Implementation of educational procedures as designated in the child's I.E.P.
- Encourage participation of parents within the TEAM process

_____	_____	_____
Local Educational Agency	Classroom Teacher/Personnel	Pilot Project Staff/DATE

Appendix A

Appendix B

Quality Indicators For Educating Young Children With Vision and Hearing Impairments in Regular Education Settings:

(1) The primary wishes of the family are reflected throughout the child's program and parents are informed as to who they should call if problems or concerns should occur. Also, parent phone calls or requests are responded to in a timely manner.

(2) The family believes that the educational setting is able to meet all of their child's needs or that accommodations are made by the local education system (i.e., outside consultant or evaluation). In addition, an inclusion program is available during the summer for children who require services to prevent regression of skills.

(3) The individual needs of the child take precedence over the classroom staff/program needs.

(4) The peers, staff and parents focus on what the child can do and what the child needs to learn next, rather than on what the child cannot do.

(5) The child's formal communication system is consistently used by all primary educational staff.

(6) The TEAM views the child as a thinker/communicator (i.e., the child is capable of learning and staff attempt to interpret the child's responses and to look for consistencies in communicative behavior).

(7) The classroom's physical environment is designed so that it is conducive to the child's participation in the class, with an emphasis on fostering independence (i.e., accommodations have been made to control for factors such as extraneous noise, glare, and organization of the physical space).

(8) When necessary, the classroom's learning environment and curricula are adapted to meet the needs of the child and these adaptations occur in a timely manner (e.g., braille, computer equipment, positioning equipment, enlarged print).

(9) Whenever possible, social skills training should be addressed to the class as a whole and the primary goal should be that peer relationships are reciprocal. However, if more specific information is necessary to promote social interaction with the child who is deaf-blind, peers should be provided both formal and informal training that uses modeling and rehearsal procedures. Specifically, peers are informed about how to interact with the child so that they are comfortable initiating interaction and interpreting the child's response (i.e.,

touching the child, greeting the child, suggesting play, signing, hugging, sharing seats, persisting in initiations, asking adults for assistance). Also, these procedures are modeled by adults throughout the school day and reviewed on a

regular basis (i.e., biweekly team meetings). Whenever possible, staff encourage interactions that involve turn-taking rather than peers always directing the play activity or interaction.

(10) Whenever possible, and if a child requires individual instruction to develop a particular skill, this learning occurs within the regular classroom. If it is decided that instruction should take place outside the classroom, the reasons for this decision are presented to the TEAM. Also, related service decisions are made through the team process and reflect the needs of the child rather than the staff or program.

(11) Staff are comfortable and familiar with the needs of the child and they know how to adapt the environment/activity so that the child can participate at his/her level.

(12) Staff are knowledgeable regarding the child's functional vision and hearing abilities and necessary curriculum modifications/adaptations.

(13) Staff are comfortable in requesting assistance, especially around the areas of vision and hearing loss and the impact on development.

(14) Staff are fully supported in the area of training requests, and regularly scheduled meeting time is made available to discuss issues or concerns. At least weekly or biweekly meetings are held to evaluate the strengths and weakness of the program and to allow staff to make program changes in a timely manner. Parents are always encouraged to participate in these meetings.

(15) All primary education staff see their involvement with the child as part of their job and not extra work. Teaching staff are given planning time outside their regularly scheduled classroom duties on at least a weekly basis. Supervision of classroom staff occurs on a regular basis and staff receive both written and verbal feedback on their performance.

Appendix C

Family Wish List

INTERVIEW FORMAT

The following information is needed to assist in appropriate planning for your child. Your input and knowledge regarding goals for inclusion are greatly appreciated.

(1) What do you feel should be the most important goals for your child during this school year?

(2) Please indicate at least three things that you hope your child gains from being in a program with peers who are nonhandicapped?

(3) Please indicate at least three concerns that you have about your child being involved in such a program (i.e., things that you **don't** want to see happen)?

(4) What are some of the most critical things about your child that you feel all staff should know?

Appendix D

Classroom Personnel Information Form

Teacher/Staff Person's Name:_____

Child is currently in your class/on your caseload: (circle) Y N

For how long? _____

The purpose of the Pilot Project is to assist you in including a child who is deaf–blind in a regular educational setting/activities. The information you provide will allow us to describe changes in the child's program, relative to the Project's involvement. This information will be maintained by the Project staff AND NO ONE ELSE. We appreciate your candor.

Information about you:

(1) School _____

(2) Teaching/Professional Credentials: _____

(3) Teaching/Professional Experience (years and level: example – 4 yrs in preschool; 2 years in 1st grade)

(4) Years at this school _____

_____

(5) Describe your experiences teaching students with disabilities: what disability/how long)

_____

_____

_____

(6) When did you first learn that you would be teaching a child who has vision and hearing impairments?

_____

(7) Have you had any courses or inservice training in working with a child who has vision or hearing impairment(s)? (If so please describe)

_____

_____

(8) How **comfortable** do you feel in communicating with this child?

1 2 3 / 4 5 6 7 / 8 9 10

uncomfortable comfortable very comfortable

Appendix D

(9) How **effective** a teacher/professional do you think you can be/are with this child?

1 2 3 / 4 5 6 7 / 8 9 10

not effective adequate very effective

(10) Do you enjoy having this child in your classroom/caseload, **or** are you looking forward to working with this child?

1 2 3 / 4 5 6 7 / 8 9 10

not at all somewhat very much

These questions are about the classroom in which the child is or will be included:

(11) How many other children are/will be in the class? _____

(12) Describe any other children with disabilities in the class:

(13) Do you currently have space, materials, equipment, and assistance to work with a child who has vision and hearing impairments?

(14) Describe what you will need to do your job well:

(15) What information or assistance would help you the most in working with the child in your classroom?

Thank you for your assistance.

Appendix D

Appendix E

New England Center Pilot Project

1995

COMMUNICATION PROFILE

Directions: Code the observable behaviors by checking the boxes that appropriately describe the forms of verbal and non-berbal behaviors (red=expressive communication behaviors, blue=receptive communication behaviors).

FORMS: / Functions:	CRY	FUSS	SMILE	↑ VOCAL	↓ VOCAL	↑ MOVE	↓ MOVE	LOOK/ ORIENT TO→	←LOOK/ ORIENT AWAY FROM	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL /SELF-STIM	OTHER
Interactive: (Wants...)														
•Attention - greet, call														
•Repetition (turn taking)														
•Affection (humor, teasing)														
•Assistance														
Feelings:														
•Anticipation/Excitement														
•Boredom														
•Fear														
•Frustration														
Attending Behavior:														

Appendix E

New England Center Pilot Project

1995

COMMUNICATION PROFILE

Directions: Code the observable behaviors by checking the boxes that appropriately describe the forms of verbal and non-berbal behaviors (red=expressive communication behaviors, blue=receptive communication behaviors).

Functions:	CRY	FUSS	SMILE	VOCAL ↑	VOCAL ↓	MOVE ↑	MOVE ↓	LOOK/ ORIENT TO →	LOOK/ ORIENT AWAY FROM ←	REACHING (TACTUAL)	GESTURES	AGGRESS/ SIB	WITHDRAWAL SELF-STIM	OTHER
Environmental Regulators														
• Request for Object/Action/Information														
• Protest-Object/Action														

Appendix E

Appendix F

Classroom Environmental Assessment

Child: _____ **Date**:_____

Observer: _____ **Activity**: _____

Instructions: Immediately following an observation, complete this checklist, which is specific to the child you have observed. Rate each item to indicate the extent to which the described tactic was directly implemented for that child or the item was descriptive of the child's classroom program during the observation period. When necessary, write descriptive comments in the section indicated for follow-up review with classroom personnel. Rate each item on the following scale:

1 - Not observed or not descriptive of the child's class/program

2 - Implemented for short periods of time or barely descriptive of the child's class/program

3 - Implemented for small period of time or somewhat descriptive of child's class/program

4 - Tactic implemented for large portion of period or item is fairly descriptive of child's classroom program

5 - Tactic was implemented throughout period or item is fairly descriptive of child's classroom program

Environmental Arrangements:

(1) Children play in relatively small, well defined areas that are associated with consistent and specific tactual cues or materials (in contrast to playing in large, undifferentiated play areas). 1 2 3 4 5

Comments:

(2) The teacher directs the target child to classroom/play activities and provides appropriate physical positioning and guidance. 1 2 3 4 5

Comments:

(3) Teacher introduces classroom activities using distinct cues, prior to the activity or play sequence (i.e., visual/tactual/auditory). 1 2 3 4 5

Comments

Appendix F

(4) Teacher selects activities that have a high structure (specific and consistent materials and location within the classroom) versus low structure (i.e., high variability in objects used and location within the classroom). 1 2 3 4 5

Comments:

(5) Child's play group consists of **at least** an equal ratio of handicapped to nonhandicapped children. 1 2 3 4 5

Comments:

(6) Child's desk/play materials are next to or within three feet of a nonhandicapped peer's. 1 2 3 4 5

Comments:

(7) Classroom/play materials are distinctly labeled and easily accessible to the child (i.e.,tactual/visual cues). 1 2 3 4 5

Comments:

(8) Controls for visual and auditory input (i.e., use of shades, carpeting, room dividers) are present. 1 2 3 4 5

Comments:

Child–Specific Interventions:

(9) The teacher consistently uses a communication program that is appropriate for that child (gestures, speech, sign, objects, pictures) during all educational activities. 1 2 3 4 5

Comments:

Appendix F

(10) The teacher consistently allows for adequate response time, relative to the child's communication. 1 2 3 4 5

Comments:

(11) Prior to the introduction of activities, the teacher uses consistent procedures to let the child know what is going to happen next. 1 2 3 4 5

Comments:

(12) At the conclusion of activities, the teacher uses a consistent signal to indicate completion of the activity. 1 2 3 4 5

Comments:

(13) Teacher prompts and reinforces child to demonstrate specific social skills or concepts within natural settings (i.e., turn taking, initiating interaction with a peer, responding to peer initiations). 1 2 3 4 5

Comments:

(14) Curriculum/classroom activities are modified to meet the specific skill level of the child. 1 2 3 4 5

Comments:

(15) Teacher implements behavioral intervention \procedures as designated in protocol/I.E.P.. 1 2 3 4 5

Comments:

(16) When an intervention protocol is not required, but inappropriate/negative behaviors occur, the teacher rearranges the environment or redirects the child to engage in alternative/appropriate activities. 1 2 3 4 5

Comments:

Appendix F

Peer–Mediated Interventions:

(17) Children work in small groups, which have a joint purpose, and shared group objectives. 1 2 3 4 5

Comments:

(18) Teacher instructs peer(s) in the use of specific strategies for communicating/interacting with the target child. 1 2 3 4 5

Comments:

(19) Teacher instructs peers to persist in their communications/social interactions with the target child in an (a) instructional setting (b) natural setting. 1 2 3 4 5

Comments:

(20) Teacher instructs peers in how to physically present materials to the target child in an (a) instructional setting (b) natural setting. 1 2 3 4 5

Comments:

(21) Teacher instructs peers in how to request materials from the target child in an (a) instructional setting (b) natural setting. 1 2 3 4 5

Comments:

(22) Teacher instructs peers to be affectionate with the target child in (a) instructional setting, (b) natural setting. 1 2 3 4 5

Comments:

Appendix F

(23) Teacher instructs peers to <u>suggest play</u> activities to the target child in (a) instructional setting (b) natural setting (play organizer). 1 2 3 4 5

Comments:

(24) Teacher prompts peers to <u>share materials</u> with the target child in (a) instructional setting (b) natural setting. 1 2 3 4 5

Comments:

(25) <u>Teacher praises</u> peers for interacting with the target child in natural settings. 1 2 3 4 5

Comments:

Adapted with permission from:

Odom, S. L., Peterson, C., McConnell,S. R., & Ostrosky, M. (1990). Ecobehavioral analysis of classroom settings that support peer social interaction of young children with and without disabilities. <u>Education and Treatment of Children</u>, 13, 274-287.

Appendix F

Appendix G

Curriculum Grid
Example A

Activity #: _____

Considerations:	Instructional Groups: Large Group	Small Group	Peer Tutor	Dyad	Individual Instruction	Other
(1) Goal(s):						
(2) Materials:						
* Same as class						
* Seating/Positioning						
* Visual Adaptations:						
- contrast sensitivity						
- size						
- position of materials						
* Auditory Adaptations						
- audiological equipment						
- sound controls						
* Object Representations:						
- real object						
- picture						
- photograph						
- line drawing						
- texture						
- miniature						
*Augmentative Devices:						
- switch						
- computer adaptation						
- signaling equipment						
(3) Level of Assistance:						
- interpreter						
- no assistance						
- physical assistance						

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	ACTIVITY	OBJECTIVES	POSITIONING	RECEPTIVE LANG.	EXPRESSIVE LANG.
8:30-8:45 Assign Buddy for the Day	Arrival and Putting Materials Away	independence, organization, responsibility, socialization	wheelchair with tray, coat rack, cubby (label with clown)	1x1 person, sign "Good Morning", Time to take coat off, Pic Sequence, Peer Model"	
8:45-9:15	Circle Time (day time, date, schedule)	Socialization, Sharing, Communication, Attention (focusing), Listening Skills, Turn-Taking, Awareness of Time	Lap on the floor between staff legs at eye level with the children		
9:15-9:45	Free Play	Socialization, Choice Making, independence, Turn-Taking, Responsibility, Communication, Spatial Concepts, Discovery, Exploration, Problem-solving, Self-directed play	Depends on the Activity and the location: Art; wheelchair, Mat, Tumble Form, insert chair, etc.		
9:45-10:00	Snack/Toileting	Independence, Communication, Self-Help Skills, Socialization, Responsibility, Motor Skills, Attention	Eye level with the children at the table		

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	JESSIE'S OBJECTIVE	TEAM ADAPTATION & MODIFICATIONS	WHO'S RESPONSIBLE?	COMPLETION DATE?
8:30-8:45				
8:45-9:15				
9:15-9:45				
9:45-10:00				

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CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	ACTIVITY	OBJECTIVES	POSITIONING	RECEPTIVE LANG.	EXPRESSIVE LANG.
10:00-10:15	Outdoor recess	Motor-testing limits, Cooperation/Sharing/Turn-taking, Choice Making, Decision Making, Communication, Responsibility, Socialization, Practice Skills with Peers, Group Development.	Adapted swing and other positons dependent upon activity.		
10:15-10:45	Dramatic Play, Puppet, Story Time, Song Time	Puppets, songs, Social Emotional Development, imitating, role playing, skill development, Behavior (models, problem-solving, conflict resolution), Situational Conflicts, Validation, Self-esteem, Self-Worth Activities, Communication Development, Feelings	Eye level with children, have Jes move on her own		
10:45-11:00	Free Play	Socialization, Choice Making, independence, Turn-Taking, Responsibility, Communication, Spatial Concepts, Discovery, Exploration, Problem-solving, Self-directed play	Depends on the Activity and the location: Art; wheelchair, Mat, Tumble Form, insert chair, etc.		

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CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR

Example B

TIME	JESSIE'S OBJECTIVE	TEAM ADAPTATION & MODIFICATIONS	WHO'S RESPONSIBLE?	COMPLETION DATE?
10:00-10:15				
10:15-10:45				
10:45-11:00				

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR
Example B

TIME	ACTIVITY	OBJECTIVES	POSITIONING	RECEPTIVE LANG.	EXPRESSIVE LANG.
11:00-11:30	***Medication & Treatment (Reglan/Tagamin)***			***Will vary on how Jes is feeling and what the actual Classroom Schedule will be***	
11:30-12:00	Clean-up and get ready for Home	Responsibility, Self Help, Organization, Spatial Relationships, Socialization, Communication Transition, Motor	Wheelchair and other positions if necessary		
12:00 NOON	Lunch-eating with the other children	Socialization, oral-motor activities	***Imperative that Jes sit at a 45 degree angle after lunch for at least 1/2 hour to process her food. NO LYING FLAT!!***		
1:00-2:00	Special Class	Communication			
2:00-2:30	***Treatment***			***Will very on how Jessie is feeling and what the actual Classroom Schedule will be***	

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

Appendix G

CURRICULUM PLANNING GRID FOR Jessie's 1994 SCHOOL YEAR
Example B

TIME	JESSIE'S OBJECTIVE	TEAM ADAPTATION & MODIFICATIONS	WHO'S RESPONSIBLE?	COMPLETION DATE?
11:00-11:30				
11:30-12:00				
12:00 NOON				
1:00-2:00				
2:00-2:30				

July 21, 1994 PLANNING TEAM MEETING MEMBERS PRESENT : Parent, SPED Coordinator, Deaf Ed. Coordinator, Speech Therapist, Teacher of the Deaf, Occupational Therapist, Principal, Regular Education Teacher and Deaf-blind Educational Consultant.

Appendix H

OBSERVATION FEEDBACK PROCEDURES

DIRECTIONS: The educational consultant should meet directly with classroom personnel and request that ***staff*** select 2-3 of the following teaching procedures that they wish to receive feedback on. A joint decision should then be made as to the frequency of observations to be conducted by the educational consultant. Whenever possible, the **Observation Feedback Form** should be reviewed in a person-to-person meeting with classroom personnel and a written copy provided.

LIST OF TEACHING PROCEDURES AND INSTRUCTIONAL STRATEGIES:

(1) **Environmental arrangements** specific to the child's vision and hearing needs (i.e., lighting, controls for extraneous sound, organization of the classroom space).

(2) **Curriculum modifications** for maximizing the child's participation in the regular classroom.

-Positioning of the child

-Placements of materials

-Materials adaptations

(3) **Communication system** that is used consistently by primary educational personnel (gestures, signs, speech, tactual symbols, touch cues).

(4) **Peer-mediated interventions**:

-modeling

-rehearsal sessions

-feedback procedures

(5) **Teacher-mediated interventions**:

-prompting initiations and responses during naturally occurring activities

-frequency and timing of prompting procedures

Teacher/Staff Goal Statement (areas to target):

_____

_____

_____

Appendix H

Observation Feedback Form

Teacher/Staff: _____ Date: _____
Project Personnel: _____ Activity/Time: _____

List of Target Teaching Procedures and Instructional Strategies:

1. _____

2. _____

3. _____

Observation Feedback

Strategies to **continue**:

1. _____

_____

2. _____

_____

3. _____

_____

Strategies to **modify**:

1. _____

_____

2. _____

_____

3. _____

_____

_____

Appendix H

Appendix I

Strategies For Promoting Social Interaction and Acceptance Within Inclusive Settings

Often classroom teachers and administrators question whether they should introduce the student who is deaf-blind to the classroom and school community. The initial premise is that an introduction will assist people in better "understanding" the different ways that the child who is deaf-blind communicates and interacts with his or her environment. Such concerns may be more prevalent if the child presents with challenging behaviors or stereotypic behaviors that appear unusual to staff and students in the general public and regular education setting. From our experience, we have learned that informal discussion with individual peers and group discussions should be conducted, focusing on what the child can do rather than the child's disabilities. For example, formal trainings that focus on "disability awareness" seem to provide little information as to the many ways peers and staff might initiate and respond to an individual child. Instead, teaching children how to use a specific communication system or technique for providing sighted-guide have been more successful in promoting interaction with individual children and their peers.

The question of how best to respond to the questions and concerns of other parents continues to be an issue for some school systems. Again, from our experience, responding to issues on an individual basis has worked the best, such as when the teacher or school principal speaks directly to the other parent(s) regarding their questions or concerns. Also, it has been helpful to send out written notification explaining the school policy and mission statement at the beginning of the school year, and during the middle of the school year as a reminder. The following strategies are provided as a guide for promoting social interactions and the acceptance of the child with deaf-blindness in the classroom:

A. Introduction of The Child:

1. NATURAL INTRODUCTIONS:

During the beginning days of school and throughout the school year, initial introductions should involve natural explanations and interpretations of the child's communicative behaviors. Natural explanations involve the adult verbally describing what the child is doing and why. For example, if the child begins to push materials away, the adult should interpret this response for the peer by saying something like "Jessie, I think that you're trying to tell Sam that you don't want to play with this now". Or if the child reaches out for a peer, the adult might say "Oh Jessie's saying hello to you Sam". Or, encourage the peer to function as interpreter, "HMM - I think that Jessie is trying to tell me something Sam, can you think what it might be?".

2. GROUP SESSIONS:

Group sessions may begin toward the end of the beginning first week of school, since children have had an opportunity to meet one another and to develop some questions. Generally, it is best to target a small group of children who appear outgoing in the areas of greeting others and conversational skills. However, these group sessions also may be conducted to the class as a whole. Depending on the child's cognitive and communicative abilities it may be best if s/he doesn't attend the first few sessions. This will allow children to freely ask their questions and

will also provide the teacher with some initial impressions of the types of questions the students might have, while avoiding conversation about the child that might be embarrassing or condescending.

(a) As the year progresses, these sessions might occur once per month, depending on whether the teacher has observed on-going interactions that are positive and age-appropriate and whether most peers are initiating interactions toward the child.

(b) If children are noted to make negative comments or to physically pull-away from the child's physical overtures, then a decision should be made as to whether this occurs with only one child and can be dealt with on an individual basis, or whether it should be discussed openly with the class in a formal session/meeting time. Whenever possible, the teacher should conduct group sessions that target class interaction as a whole, while interjecting specific information about the child with disabilities when appropriate. For example, the teacher might begin discussion about how children can respond to a neighbor who is too noisy. Following this initial instruction, an example of how to tell the child with disabilities to be quiet is interjected, "Gently take Jessie's hand and make the SHH sign to your lips, and then say, Jessie please be quiet".

B. Procedures For Peer Training Sessions

During more formally scheduled training sessions, the teacher reviews play facilitation strategies and role plays with several peers in the group. The goal is for peers to demonstrate their initiations and play behaviors during natural encounters and play periods. It may be helpful to list the steps involved in a particular topic that is being addressed and leave this list posted in the classroom. The following is a list of suggested topics that may be addressed during group or individual peer training sessions:

1. GREETINGS:

The class or peer are instructed that they are going to learn how to greet the target child. The forms of communication that may be demonstrated include verbal, tactual, use of name signs, objects, initial handshake, touch cue on the arm, or shoulder, etc. The major interactive behaviors that peers learn to perform include:

(a) Say hello and identify yourself

(b) Wait

(c) Keep trying

(d) Ask adult for help

2. SUGGEST PLAY:

It is important for peers to learn how to include the child with deaf-blindness in their play activities and to set up the topic of play activity.

(a) Peer follows steps 1-3.

(b) Peer sets up occasion for play interaction, "Amy let's play the computer game".

3. **SHOW CHILD HOW TO PLAY**:

(a) Peer follows steps 1-3 above.

(b) If necessary, the peer provides hand-over-hand to assist the target child in interacting with a play material. For example, the peer says "Turn the computer on here" (peer provides hand-over-hand demonstration).

4. **SHARING TOYS**:

(a) Peer follows steps 1-3.

(b) Peer makes overture to present item that they have been engaged with. For example, "This is your Z-BOT Sam" (peer places toy into child's hand).

5. **OFFERING ASSISTANCE**:

(a) Peer follows steps 1-3.

(b) Peer asks "Do you want help?" (peer waits for child's response).

6. **KEEP TRYING**:

(1) Peer follows steps 1-3.

(2) Peer is encouraged to repeat his/her overtures and to wait for the target child to respond. The key skill for peers to learn is persistence in their attempts at interaction.

(3) Peer is instructed to seek adult assistance when their overtures are unsuccessful.